

DEPARTMENT FOR CURRICULUM,
LIFELONG LEARNING AND EMPLOYABILITY
Directorate for Learning and Assessment Programmes
Educational Assessment Unit

Annual Examinations for Primary Schools 2022

Year 5	ENGLISH	MARKING SCHEME
(Reading Comprehension, Language & Writing)		

A. Reading Comprehension **(20 marks)**

A.1. (4 marks)

1.	Startling (Deduct ½ mark if more than one word is circled.)	1 mark
2. a)	C	2 marks (4 x ½ mark) (Do not award marks if an answer has been used more than once.)
b)	D	
c)	F	
d)	A	
3.	on a website (Do not award marks if more than one answer is underlined.)	1 mark

A.2. (16 marks)

1.	a) True d) True b) False e) False c) False f) False	3 marks (6 x ½ mark) (Do not award marks if more than one option is ticked.)
2.	A kind of built-in straw	1 mark (Do not deduct marks for punctuation, spelling and grammatical mistakes.)
3.	It is the strongest natural fibre. / It is made by special glands in the spider's body. / Some silk dries outside the body. / Some silk stays sticky.	2 marks (2 x 1 mark) (Award 1 mark for each part of the two-part question. Award marks for content. Do not deduct marks for punctuation, spelling and grammatical mistakes.)
4.	a) To spin silk b) <u>short</u> , <u>finger-like</u> <u>organs</u>	½ mark (Award marks for content. Do not deduct marks for punctuation, spelling and grammatical mistakes.) ½ mark (Do not award marks if fewer or more than three words are underlined.)
5.	garden spider; trapdoor spider	1 mark (2 x ½ mark) (Deduct ½ mark if more than two are circled.)
6.	b e a c d	2 marks (4 x ½ mark) (Do not award marks if a letter is used more than once.)

7.	The English (were the enemies of Robert the Bruce).	1 mark (Do not deduct marks for punctuation, spelling and grammatical mistakes.)
8.	c) Bruce built up the courage to fight.	1 mark (Do not award marks if more than one answer is underlined.)
9.	4 3 1 2	3 marks (Do not award marks if an answer has been used more than once.)
10.	d) Unique spiders of the world	1 mark (Do not award marks if more than one answer is underlined.)

B. Language

(10 marks)

B.1. (5 x 1 mark = 5 marks)

(Deduct 1 mark overall for any spelling mistakes.)

a)	on	1 mark
b)	along	1 mark
c)	at	1 mark
d)	from	1 mark
e)	across / along	1 mark

B.2. (5 x 1 mark = 5 marks)

(Deduct 1 mark overall for any spelling mistakes.)

a)	love	1 mark
b)	have visited	1 mark
c)	are having	1 mark
d)	have ... seen	1 mark
e)	will call / 'll call / am going to call / 'm going to call	1 mark

C. Writing**(30 marks)****C. 1. (6 marks)**

Students are asked to write a set of instructions. Instructions should be written in a numbered or bulleted list.

Examiners are to refer to the Writing Marking Criteria below:

	0	½	1
Grammar	Grammatical structures and syntax are inaccurate throughout. Imperative mood is not used at all.	Grammatical structures and syntax are limited and sometimes inaccurate. Imperative mood is not used in all sentences.	Grammatical structures and syntax are varied, complex and accurate. Imperative mood is used throughout.
Spelling	Very poor spelling (3 or more different mistakes)	Adequate spelling with some errors (up to 2 different mistakes)	Accurate spelling throughout
Punctuation	Inaccurate punctuation (3 or more different mistakes)	Generally accurate punctuation (up to 2 different mistakes)	Accurate punctuation throughout
Coherence and Cohesion	Unstructured and disorganised writing Sentences are incomplete. No or mistaken use of linking words or phrases.	Fairly structured and organised writing Sentences are mostly short and direct. Limited use of cohesive devices but fairly correct.	Structured and organised writing Sentences are all short and direct. Cohesive devices are varied and link together well e.g. first, then, after, next, finally...
Vocabulary	Very limited and inappropriate choice of vocabulary Poor choice of expression	Fairly good range and appropriate vocabulary Good choice of expression	Wide-ranging and appropriate vocabulary Excellent choice of expression
Relevance	Content is irrelevant. Task is not achieved. Instructions do not follow a sequence and steps are unclear.	Content is sometimes relevant. Task is partially achieved. Instructions are mostly sequential and give a fairly good idea of the game.	Content is completely relevant. Task is fully achieved. Instructions are sequential and explain the process of game from start to finish.

C. 2. (6 marks)

Students are asked to write an advert.

Examiners are to refer to the Writing Marking Criteria below:

	0	$\frac{1}{2}$	1
Grammar	Grammatical structures and syntax are inaccurate throughout.	Grammatical structures and syntax are limited and sometimes inaccurate.	Grammatical structures and syntax are varied, complex and accurate.
Spelling	Very poor spelling (3 or more different mistakes)	Adequate spelling with some errors (up to 2 different mistakes)	Accurate spelling throughout
Punctuation	Inaccurate punctuation (more than 3 different mistakes)	Generally accurate use of punctuation (up to 2 different mistakes)	Accurate punctuation throughout
Coherence and Cohesion	Unstructured and disorganised writing No or mistaken use of linking words or phrases.	Fairly correct sentence structure and paragraphs Cohesive devices are quite varied and generally correct.	Structured and organised writing Cohesive devices are varied and link together well.
Vocabulary	Very limited and inappropriate choice of vocabulary No use of adjectives and other features	Fairly good range and appropriate vocabulary Limited use of adjectives and other key features	Wide-ranging and appropriate vocabulary Ample use of key features, such as powerful adjectives, memorable phrases, exaggeration, rhetorical questions and persuasive language.
Relevance	Content is irrelevant and does not include any details. Advert is not convincing and persuasive.	Content is mostly relevant and includes some details. Advert is fairly convincing and reasonably persuasive.	Content is totally relevant and includes all the necessary information: directions, opening /closing hours and a description of the place. Advert is extremely convincing and persuasive.

C.3. (18 marks)

Students are asked to write an informal letter of about 100-150 words.

Mark the writing out of the total and then deduct:

6 marks for totally irrelevant writing.

4 marks for partially irrelevant writing.

2 marks if the writing is shorter than 90 words.

4 marks if the writing is shorter than 70 words.

½ mark for **each** missing element of letter writing:

address	date	greeting / salutation	closing	name / signature
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PLANNING		
Do not deduct marks for spelling, punctuation and grammar errors in the plan.		
0 marks	1 mark	2 marks
No planning is evident or points are totally irrelevant to the chosen title.	Planning contains some detail but might be disorganised and/or partially irrelevant to the chosen title.	Planning is detailed, organised and totally relevant to the chosen title.

LETTER		
COHERENCE		
0 marks	1 mark	2 marks
Writing shows a significant inability to communicate with the reader. Ideas are not organised logically.	Information and ideas are presented with some organisation.	Information and ideas are organised in a logical sequence within the paragraph.
COHESION		
0 marks	1 mark	2 marks
Writing is characterised by disjointed sentences. Poor or mistaken use of a very limited range of linking words and phrases No attempt at using paragraphs	Simple connectives and conjunctions (linking words and phrases) are used appropriately, although there may be some repetition and over-use. Paragraphs are sometimes not logically organised.	Connectives and conjunctions are wide-ranging, varied and effective. Paragraphs are skilfully managed and are clearly and specifically related to an idea/topic.
SENTENCE FLUENCY		
0 marks	1 mark	2 marks
No use of sentences Sentences are incomplete or run on.	Sentences begin more or less in the same way and are generally short but complete. Sentences tend to be choppy and reading requires effort.	Sentences begin in different ways, vary in length and express a complete thought. There is an easy flow and rhythm. Reading sounds smooth and natural throughout.
SENTENCE ACCURACY : Structures		
0 marks	1 mark	2 marks
Grammatical errors distort the meaning. (more than 10 different mistakes)	Sentences are mostly grammatically correct but certain mistakes in grammar cause some difficulty for the reader. (between 5 and 10 different mistakes)	There is consistent use of strong sentence structure throughout. Writing has no or very few grammatical mistakes but meaning is unaffected. (up to 4 different mistakes)

SENTENCE ACCURACY : Punctuation		
0 marks	1 mark	2 marks
Punctuation errors are very frequent and distort the meaning. <i>(5 or more mistakes)</i>	Punctuation is mostly correct but some errors and omissions affect meaning. <i>(3 or 4 mistakes)</i>	Punctuation is varied and appropriate, with no or very few errors and omissions. <i>(1 or 2 mistakes)</i>
SENTENCE ACCURACY : Spelling		
0 marks	1 mark	2 marks
Spelling mistakes are very frequent and distort the meaning. <i>(more than 10 different mistakes)</i>	High frequency words are mostly correct. Some spelling mistakes are evident but do not affect meaning. <i>(between 5 and 10 different mistakes)</i>	Writing has no or very few spelling mistakes. <i>(up to 4 different mistakes)</i>
CHOICE AND RANGE OF VOCABULARY		
0 marks	1 mark	2 marks
Vocabulary does not relate to the topic and is used inappropriately. Writing fails to render intended meaning. There is strong evidence of L1 influence.	Vocabulary relates to the topic but lacks variety. Placement of words is inaccurate at times.	Vocabulary is widely varied and precise. Writing includes expressions used by native speakers. Inaccuracies are very minor and do not affect meaning.
TASK ACHIEVEMENT		
0 marks	1 mark	2 marks
Content is irrelevant. It does not describe the school/ town/village. There is no clear purpose.	Content is relevant but descriptions are weak and not engaging. Purpose of the letter is at times unclear.	Content is fully relevant and descriptions are vividly appealing and engaging. Purpose of the letter is clear throughout.